

Center for Educational Performance and Information (CEPI)

*Michigan Education Information System
(MEIS)*

Registry of Educational Personnel (REP)

REP Reports User's Guide

EOY 2014

Questions?
Email: CEPI@michigan.gov
Phone: 517-335-0505, option 3



Table of Contents

INTRODUCTION.....	3
YOUR DATA MATTER	3
WHERE TO BEGIN.....	3
REPORTS DESCRIPTIONS.....	4
SUMMARY BY DISTRICT	4
DOWNLOAD REP DATA FILE	5
<i>Steps to "Download REP Data File"</i>	<i>5</i>
<i>The XML data file layout</i>	<i>7</i>
<i>Using Microsoft Access to View the XML Data File</i>	<i>8</i>
EMPLOYEE LISTING BY DISTRICT	9
REP SUBMISSION REPORTS – DISTRICT & SCHOOL/FACILITY LEVEL	10
ASSIGNMENT CODE COMPARISON	11
ASSIGNMENT CODE SUMMARY	11
DETAILED ASSIGNMENT CODE SUMMARY	11
EXITING, CURRENT AND NEW STAFF REPORT.....	11
FTE BY ACCOUNTING/FUNCTION CODE	11
FTE BY ACCOUNTING/FUNCTION CODE COMPARISON	11
OVERALL SUMMARY OF DATA SUBMISSION	11
PENDING STATUS REPORT	11
PERSONNEL ASSIGNED TO SCHOOL/FACILITY IN ANOTHER DISTRICT	12
PERSONNEL HEADCOUNT BY SCHOOL/FACILITY WITHIN DISTRICT.....	12
POSITION STATUS REPORT	12
PROFESSIONAL DEVELOPMENT HOURS	12
PROFESSIONAL DEVELOPMENT DAYS	12
FORMATS FOR REPORTS	16
PDF FORMAT	16
EXCEL FORMAT	17
REPORTS WITH DETAILED DATA.....	17
<i>Level One: District Name with List of all Schools/Facilities</i>	<i>17</i>
<i>Level Two: Schools/Facilities with Number of Assignments and Total FTE by Assignment Group</i>	<i>18</i>
<i>Level Three: Specific Assignment Codes within Assignment Group</i>	<i>18</i>
<i>Level Four: Assignment Code and FTE for by Assignment Group</i>	<i>19</i>
<i>Expanding and Collapsing Rows of the Report to Obtain Various Levels of Detail.....</i>	<i>19</i>
DIRECT VIEW	21
FORMATS AVAILABLE FOR DOWNLOADING DATA	23
OBTAIN CREDENTIAL DATA FOR TEACHERS AND ADMINISTRATORS	28
MICHIGAN ONLINE EDUCATOR CERTIFICATION SYSTEM (MOECS).....	28
NEED ADDITIONAL HELP?.....	29

Introduction

This guide is intended for all authorized users of the Registry of Educational Personnel (REP) Application. Users should also utilize the current edition of the REP Data Field Descriptions Manual and any addenda posted to the REP Web page. This user's guide includes directions for accessing various reports available to REP authorized users.

Your Data Matter

The REP reports allow authorized users to access and review data concerning current and previous submissions. Reports are available in PDF, Excel or View Direct format that can be printed or saved on your computer for quick reference. Users are encouraged to review all reports prior to finalizing each submission. Data matter and the reports available within the REP application will help you to ensure accurate reporting.

Where to Begin

To access any of the REP reports, the authorized user must log in to the REP application:

Center for Educational Performance & Information Michigan.gov

Michigan.gov Home | CEPI Home | FAQ | User's Guide | Teacher Verification | Contact CEPI

REP | Login

Educational Personnel

This login screen provides access to the public school Registry of Educational Personnel (REP) or the Nonpublic School Personnel Report. When a User Name and Password are entered in the MEIS Login Box, access will be granted to the appropriate application.

The REP and Nonpublic School Personnel Report, operated and maintained by the Center for Educational Performance and Information, are used by the public school districts and nonpublic schools to submit personnel information to the state of Michigan.

Authorized users of the REP and Nonpublic School Personnel Report have been designated by the district or school superintendent/administrator. Authorized users must have a Michigan Education Information System (MEIS) account and have completed and submitted a signed security agreement for the REP or Nonpublic School Personnel Report.

For more information, please choose from the following options:

Registry of Education Personnel

- [REP Data Field Descriptions](#) PDF
- [REP Record Layout](#) PDF
- [REP User's Guide](#) PDF
- [REP FAQs](#) PDF
- [REP Report User's Guide](#) PDF
- [REP Security Agreement Form](#)
- [CDX Security Agreement Form](#)
- [Obtaining or Updating a MEIS Account](#)

Nonpublic School Personnel Report

- [Nonpublic School Personnel Report Data Field Descriptions](#) PDF
- [Nonpublic School Personnel Report User's Guide](#) PDF
- [Nonpublic School Personnel Report FAQs](#) PDF
- [Nonpublic School Personnel Security Agreement Form](#)
- [Obtaining or Updating a MEIS Account](#)
- [Michigan Electronic Grants System](#)

MEIS Login

User Name:

Password:

Log In

[Forgot your username or password?](#)

This area will indicate the submission dates for each submission cycle.

Authorized Users - It is important to keep your email address, phone number and district information current. Please verify your contact information on the [MEIS User Management](#) page.

powered by VeriSign

The next step is to review the reports listed under the heading "Reports" on the REP Main Menu as illustrated below:

Reports

To view a report or download personnel data, select from the following options:

- Summary by District
- Complete Summary by District
- Download REP Data File
- Employee Listing by District
- REP Submission Reports

Reports – Click on the report you wish to access.

Click on the REP Submission Reports link to access the list of submission reports available for your review.

Data Submission

To submit and update personnel data, select from the following functions:

- Online Single Submission
- Bulk Upload File Submission
- Bulk File Submission Status
- Personnel Submitted

The Personnel Submitted Report provides a list of all staff members submitted by the district and provides access to the individual records for the staff members.

Reports Descriptions

In addition to the Personnel Submitted Report, which provides a listing of all personnel submitted for your district, several additional reports are available that include data regarding the current submission cycle as well as previous submissions. "Download REP Data File" provides access to the current and previous submission cycles' data. The REP Submission Reports provide a record of the data submitted each submission cycle.

The following reports include data regarding the current submission cycle.

- 1) Summary by District
- 2) Complete Summary by District
- 3) Download REP Data File (current and previous submission data)
- 4) Employee Listing by District.


Summary by District

This report shows the total number of records submitted by each district in the state of Michigan during the current submission. Individuals who are authorized users for multiple districts can obtain current counts for each of their districts.

REP District Submission Summary	
The table below shows all of the districts in the state of Michigan that have submitted at least one record during the current collection cycle. It also shows the number of records that each district has submitted.	
District Code	Current Collection Count
23050	2
23065	2
23090	22
33020	1
71080	1
81010	1

Complete Summary by District

This table shows the submission summary of all of the districts in the state of Michigan. This report provides the status of each district's submission for the current submission cycle.

Center for Educational Performance & Information 					
Michigan.gov Home CEPI Home Main Menu FAQ User's Guide Teacher Verification Contact CEPI Logout					
REP District Submission Status					
The table below shows the submission summary of all of the districts in the state of Michigan. The "Total Count" column lists the number of active records that have been submitted by the district, while the "Current Collection Count" column lists only the number of active records that have been submitted/updated during the current collection cycle.					
You may sort the records in the table by clicking on the column headers.					
District Name	ISD	District	Total Count	Current Collection Count	Outstanding Collection Count
Alcona Community Schools	04	01010	120	0	120
AuTrain-Onota Public Schools	52	02010	31	0	31
Burt Township School District	52	02020	22	0	22
Munising Public Schools	52	02070	150	0	150
Superior Central School District	52	02080	45	0	45
Allegan Area Educational Service Agency	03	03000	341	0	341
Plainwell Community Schools	03	03010	458	0	458
Otsego Public Schools	03	03020	405	0	405
Allegan Public Schools	03	03030	428	0	428
Wayland Union Schools	03	03040	506	0	506
Fennville Public Schools	03	03050	253	0	253

Download REP Data File

This selection provides a downloadable Extensible Markup Language (XML) file of the data submitted to the REP for the submission cycles beginning with the Fall 2003 REP Submission.

XML is a structured computer language used to store data in a text-formatted file. A district user may open this file in any text editor program (e.g., Notepad or Microsoft Word) or Web browser (e.g., Microsoft Internet Explorer or Firefox). Users may also import the file to a Microsoft Access database or open it in a Microsoft Excel spreadsheet.

The primary purpose of obtaining this file is to allow users to retain a permanent record of the data successfully submitted to CEPI at any given time.

Steps to "Download REP Data File"

To download a personnel data file, follow these steps:

Step One: Select "Download REP Data File" under the heading Reports on the REP Main Menu.

Reports

To view a report or download personnel data, select from the following options:

- Summary by District
- Complete Summary by District
- **Download REP Data File**
- Employee Listing by District
- REP Submission Reports

Click here.

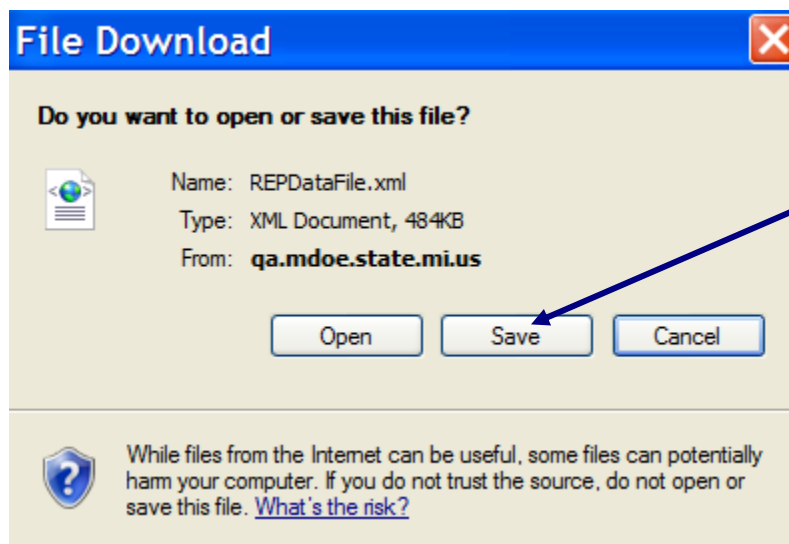
Step Two: Select the submission cycle from the drop-down list.



Click here to access a specific submission cycle.

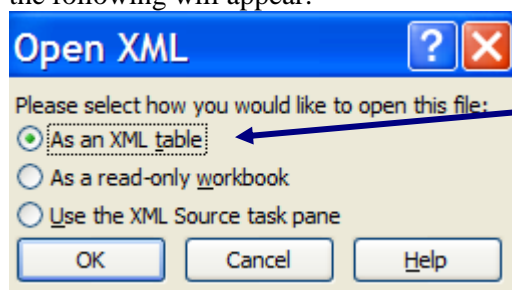
Click here to download the XML file.

Step Three: Click on "Download XML File" and save the file to your computer. The following pop-up window will appear:



Click on "Save" to save the file to your computer.

Step Four: Open Excel on your computer. Next, click on "File" in the upper left hand corner of the spreadsheet and then click on "Open" and locate the XML File on your computer. Click on the file and the following will appear:



Click on "As an XML table" to open the file as a spreadsheet.

Step Five: An Excel spreadsheet will open with all the fields of data as column headings:
This is a sample of the layout:

PersonnelRecordID	DateOfCount	Isd	District	LastName	FirstName	MiddleName	SocialSecurityNumber	CredentialLicenseNumber	DateOfHire
-------------------	-------------	-----	----------	----------	-----------	------------	----------------------	-------------------------	------------

All data submitted for a given submission cycle will be included in the spreadsheet.

The XML data file layout

Primarily developers and IT staff members will use the layout below to gain an understanding of how the REP data is stored in the XML file. A brief description of the data contained in each field is given to the right of the field. The layout is as follows:

<PersonnelRecord>	
<Pic />	- Numeric
<PersonnelRecordID />	- Numeric
<DateOfCount />	- Date (mm/dd/yyyy)
<Isd />	- Text (NN)
<District />	- Text (NNNNN)
<LastName />	- Text
<FirstName />	- Text
<MiddleName />	- Text
<CredentialLicenseNumber />	- Text
<DateOfHire />	- Date (mm/dd/yyyy)
<SchoolAssignment>	
<Pic />	- Numeric
<PersonnelRecordID />	- Numeric
<SchoolCode />	- Text (NNNNN)
<AssignmentCode />	- Text (NNNNN or NNNA)
<GradeRK />	- Boolean (0 or 1)
<GradeK />	- Boolean (0 or 1)
<Grade1 />	- Boolean (0 or 1)
<Grade2 />	- Boolean (0 or 1)
<Grade3 />	- Boolean (0 or 1)
<Grade4 />	- Boolean (0 or 1)
<Grade5 />	- Boolean (0 or 1)
<Grade6 />	- Boolean (0 or 1)
<Grade7 />	- Boolean (0 or 1)
<Grade8 />	- Boolean (0 or 1)
<Grade9 />	- Boolean (0 or 1)
<Grade10 />	- Boolean (0 or 1)
<Grade11 />	- Boolean (0 or 1)
<Grade12 />	- Boolean (0 or 1)
<AlternativeEd />	- Boolean (0 or 1)
<SpecialEd />	- Boolean (0 or 1)
<AdultEd />	- Boolean (0 or 1)
<ECPP />	- Boolean (0 or 1)
<CareerTechEd />	- Boolean (0 or 1)
<StateAgency />	- Boolean (0 or 1)
<EOEI />	- Boolean (0 or 1)
<AdminSupportStaff />	- Boolean (0 or 1)
<Fte />	- Numeric (N.NN)
<Wage />	- Numeric (NNN.NN)
<AccountingCode />	- Text (NNN)
<HighlyQualified />	- Numeric (N)
<AcademicMajor />	- Numeric (N)
<AcademicMinor />	- Numeric (N)
<Administrator />	- Numeric (N)
<ClassesTaught />	- Numeric (N)
</SchoolAssignment>	

<PartATeachers />	- Text (NNN)
<EducatorEffectiveness />	- Text (NN)
<FundedPositionStatus />	- Text (N)
<DateOfBirth />	- Date (mm/dd/yyyy)
<GenderCode />	- Text (A)
<RacialEthnic>	
<Pic />	- Numeric
<RacialEthnicCode1 />	- Boolean (0 or 1)
<RacialEthnicCode2 />	- Boolean (0 or 1)
<RacialEthnicCode3 />	- Boolean (0 or 1)
<RacialEthnicCode4 />	- Boolean (0 or 1)
<RacialEthnicCode5 />	- Boolean (0 or 1)
<RacialEthnicCode6 />	- Boolean (0 or 1)
</RacialEthnic>	
<HighestEducationLevel />	- Text (NN)
<TypeOfCredential />	- Text (NN)
<DateCredentialIssued />	- Date (mm/dd/yyyy)
<DateOfExpirationOfCredential />	- Date (mm/dd/yyyy)
<Educator Effectiveness />	- Numeric (NN)
<DaysOfProfessionalDevelopment>	
<Pic />	- Numeric
<ProvDevCode1 />	- Numeric (NN.NN)
<ProvDevCode2 />	- Numeric (NN.NN)
</DaysOfProfessionalDevelopment>	
<EmploymentStatus />	- Text (NN)
<DateOfTermination />	- Date (mm/dd/yyyy)
<AnnualSalary />	- Numeric (NNNNNN)
<MichiganInstitution />	- Text (NNNNNN)
<NonMichiganInstitution />	- Text (NN)
<Personnel/Record>	

For files prior to the Fall 2011 REP Submission, the professional development section will be:

<HoursofProfessionalDevelopment>	
<Pic />	- Numeric
<ProvDevCode1 />	- Numeric (NNN)
<ProvDevCode2 />	- Numeric (NNN)
<ProvDevCode3 />	- Numeric (NNN)
<ProvDevCode3 />	- Numeric (NNN)
<ProvDevCode4 />	- Numeric (NNN)
<ProvDevCode6 />	- Numeric (NNN)
<ProvDevCode7 />	- Numeric (NNN)
<ProvDevCode8 />	- Numeric (NNN)
<ProvDevCode9 />	- Numeric (NNN)

For files prior to the EOY 2014 REP Submission, the Michigan sponsoring and Non-Michigan sponsoring section will be:

<MichiganInstitution />	- Text (NNNNNN)
<NonMichiganInstitution />	- Text (NN)

Using Microsoft Access to View the XML Data File

The XML file may be imported into a Microsoft Access XP database. Please note that this will only work with Microsoft Access version XP or higher. To import the REP XML data file to an Access XP database, simply follow these steps:

1. Start Microsoft Access XP and create a new blank database.
2. Name the database whatever you wish.

3. Under the File menu, select "Get External Data" and then select "Import..."
4. In the Import dialog box that appears, find the drop-down list at the bottom labeled "Files of type." Scroll down through that list and select the "XML Documents" option.
5. Locate the saved REP XML file on your computer, select that file and click the "Import" button.
6. The Import XML dialog box will appear. It should contain four tables: ProfessionalDevelopment, RacialEthnic, EmploymentData and SchoolAssignment. Click "OK."

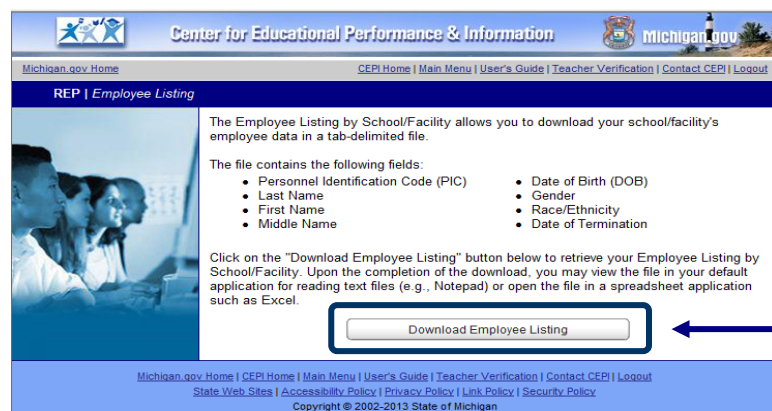
You should get a message box that says "Finished importing document..." Click "OK" and your Access XP database will be set up and contain your district's REP data.

Information on the table structure: The EmploymentData table contains the bulk of the information on the employee, such as the name, birthdate, Social Security Number (SSN), etc. The ProfessionalDevelopment table contains professional development information. The RacialEthnic table contains the racial/ethnic codes and values (refer to the REP Data Field Descriptions for an explanation of the codes). The SchoolAssignment table contains the personnel assignment data, such as the assignment code, grade settings, FTE, etc. You may set up a relationship among these four tables based on the PIC field, which each table contains. You can find complete personnel information by using this relationship. For example, to find the hours of professional development for John Doe, find the PIC for John Doe in the EmploymentData table, and then find that PIC number in the ProfessionalDevelopment table. The row you find will contain the professional development data for John Doe.

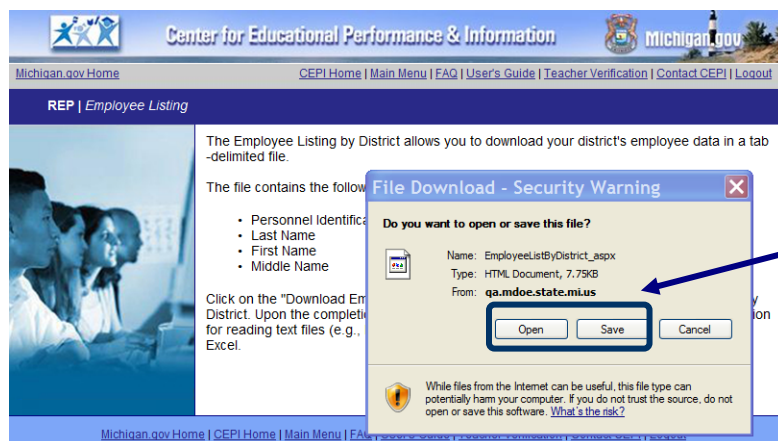
Employee Listing by District

This report lists employees for whom the district user successfully submitted records. This list file is tab-delimited. The format of the report is as follows: Personnel Identification Code (PIC), Last Name, First Name, Middle Name, SSN, Date of Birth (DOB), Gender and Credential License Number. This report also provides a list of all PICs for the employees of the district that may be helpful for the Teacher Student Data Link Data Submission in the Michigan Student Data System.

The following information screen will appear when you click on "Employee Listing by District":

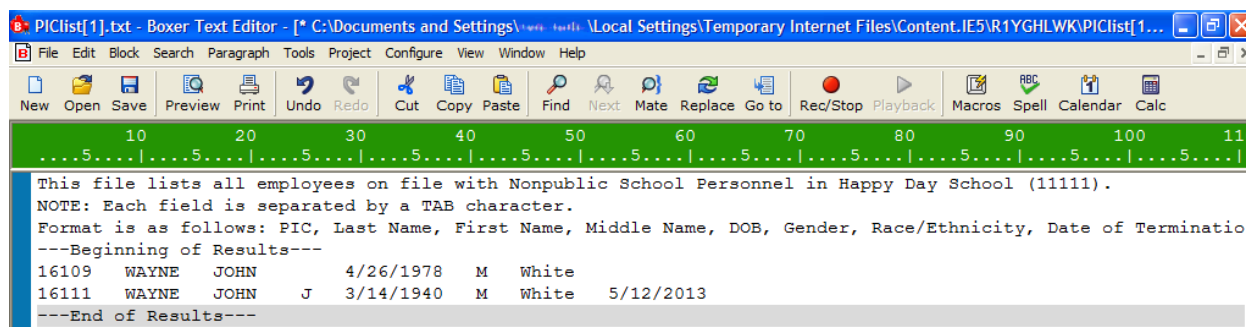


The **File Download** window will appear when you click on [Download Employee Listing File](#).



You may *open* the file or, *save* it to your computer. The file may be opened in software such as Excel or Notepad.

Step One: Save the file to your computer and open in an application for reading text files (e.g. Notepad or Boxer). The file will open with the following information:



Step Two: Highlight and copy the data you want to move into an Excel spreadsheet. You will need to add the column headings separately.

```
This file lists all employees on file with Nonpublic School Personnel in Happy Day School (11111).
NOTE: Each field is separated by a TAB character.
Format is as follows: PIC, Last Name, First Name, Middle Name, DOB, Gender, Race/Ethnicity, Date of Termination
---Beginning of Results---
16109 WAYNE JOHN 4/26/1978 M White
16111 WAYNE JOHN J 3/14/1940 M White 5/12/2013
---End of Results---
```

Step Three: Copy and paste the selection into an Excel Worksheet.

	A	B	C	D	E	F	G	H
1	PIC	Last Name	First Name	Middle Name	DOB	Gender	Race/Ethnicity	Date of Termination
2	16109	WAYNE	JOHN		4/26/1978	M	White	
3	16111	WAYNE	JOHN	J	3/14/1940	M	White	5/12/2013
4	---End of Results---							

REP Submission Reports – District & School/Facility Level

The REP Submission Reports allow district users to access and review data concerning the current submission. The application populates the reports as the users submit data so that up-to-the-minute totals will be available for review during the current submission cycle. District users may print and review reports at any time during the submission, and we strongly encourage that they do so prior to finalizing

the submission. District- and school/facility-level reports are available. Reports are also available for previous submissions.

Assignment Code Comparison

This report provides a district-level comparison of all assignment codes and the total full-time equivalency (FTE) value reported for each assignment code between the EOY or Fall REP submissions for two years. For example, EOY 2012 and EOY 2013 or Fall 2012 and Fall 2013. The report is divided into staff groups:

- Administrative Staff
- Instructional Staff - General Education Core Academic Subject Area
- Instructional Staff - General Education Non-Core Academic Subject Areas
- Non-Instructional Staff
- Day-to-Day Substitute Staff and Paraprofessionals/Aides.

Assignment Code Summary

This report lists all assignment codes and the total FTE value reported for each assignment. The report is divided into staff groups.

Detailed Assignment Code Summary

This report lists all assignment codes reported at the school/facility level. The report includes the assignment codes and descriptions, employee names and FTEs by staff group. If an employee is assigned to more than one school/facility within the district, data will appear in each school/facility. This report may be beneficial to your student data submission authorized user for use with the Teacher Student Data Link (TSDL) Submission.

Exiting, Current and New Staff Report

This report provides the employment status of all exiting, current and new teaching staff members as reported in Field 25: Employment Status.

FTE by Accounting/Function Code

This report provides the total FTE reported for each accounting/function code by specific categories: Instructional Staff, Instructional Support Staff, Instructional Staff Services, Non-Instructional Support Staff and Facilities Acquisition.

FTE by Accounting/Function Code Comparison

This report provides a district-level comparison of the total FTE reported for staff members' accounting/function codes between the EOY 2012 and EOY 2013 REP submissions. The total FTE reported for each accounting/function code is listed by specific categories: Instructional Staff, Instructional Support Staff, Instructional Staff Services, Non-Instructional Support Staff and Facilities Acquisition.

Overall Summary of Data Submission

This report provides summary data regarding the district's submission by specific categories: Employee Staff Groups, Exit Status, Number of Schools/Facilities Reported, etc.

Pending Status Report

This report provides a district-level list of all the staff members reported with pending certification.

Personnel Assigned to School/Facility in another District

This report lists staff members reported in schools/facilities not identified in the Educational Entity Master (EEM) as assigned to the reporting district.

Personnel Headcount by School/Facility within District

This report provides a headcount of all staff members reported in schools/facilities within the specified reporting district where the schools/facilities are listed in the EEM with an open-active status. Any school/facility that does not have personnel submitted will be highlighted.

Position Status Report

This report provides the position status of all teachers and administrators as reported in Field 12: Funded Position Status.

Professional Development Hours

This report provides the total number of hours of professional development for teachers by category as reported in Field 24: Professional Development (through EOY 2011).

Professional Development Days

This report provides the total number of days of professional development provided by the district for new teachers by category as reported in Field 24: New Teacher Professional Development.


How to Select a Report

REP Submission Reports are accessed via a drop-down selection format that allows the REP authorized user to select the submission cycle, district or school/facility, report and format desired. This allows the user to easily select the desired report. The following screen shots provide step-by-step instructions of how to access the various reports.


Step One: After logging into the REP Application, select "REP Submission Reports" from the REP Main Menu.

The screenshot shows the CEPI website interface. At the top, there's a header with the CEPI logo and navigation links. Below that, a 'Welcome to the Registry of Educational Personnel' message is displayed. A 'My District' dropdown menu is set to 'Happy Valley Public Schools (23090)'. Under the 'Reports' section, the following options are listed: Summary by District, Complete Summary by District, Download REP Data File, Employees Listed by District, and REP Submission Reports. The 'REP Submission Reports' option is highlighted with a blue box. A blue arrow points from a text box labeled 'Step 1: Click here to access reports' to the 'REP Submission Reports' link.

Click on "REP Submission Reports" and the following screen will appear with a drop-down menu:



Center for Educational Performance & Information




[Michigan.gov Home](#)
[CEP Home](#) | [Main Menu](#) | [FAQ](#) | [User's Guide](#) | [Teacher Verification](#) | [Contact CEP](#) | [Logout](#)

REP | Submission Reports

Instructions

The reports generated by this application are displayed in pop-up windows. If you are unable to view reports, you may have a pop-up blocker installed on your computer. To read about how to configure your software to work with this application, please review the [Pop-up Blocker Help](#) document.

To properly review the PDF reports in this application, the latest version of Adobe® Reader® is required.


[Get ADOBE® READER®](#)

REP Submission Reports

Submission Cycle: EOY 2013

District or School/Facility: Grand Rapids Public Schools

Reports: Assignment Code Comparison

Format: -- Please Select --

Report Description:

This report provides a district-level comparison of all assignment codes and the total full-time equivalency (FTE) value reported for each assignment code between the Fall 2011 and Fall 2012 REP submission. The report is divided into staff groups: Administrative Staff, Instructional Staff - General

View Report

Step Two: Select the Submission Cycle.

The screenshot shows the 'REP Submission Reports' page in a Windows Internet Explorer browser. The address bar shows the URL: <https://qa.mdoe.state.mi.us/rep/ReportOverview20.aspx>. The page header includes the 'Center for Educational Performance & Information' logo and 'Michigan.gov' link. The main content area is titled 'REP Submission Reports'. On the left, there is an 'Instructions' sidebar. The main form has the following fields:

- Submission Cycle:** A dropdown menu is open, showing a list of years from EOY 2007 to EOY 2013. 'EOY 2013' is highlighted.
- District or School/Facility:** A dropdown menu showing 'Public Schools'.
- Reports:** A dropdown menu showing 'Code Comparison'.
- Format:** A dropdown menu showing 'PDF'.
- Report Description:** A text area containing a detailed description of the report, including a table with columns for 'Assignment Codes' and 'Description'. The table lists various staff groups and their corresponding assignment codes.

A 'View Report' button is located at the bottom right of the form.

Step Three: Select the district or school/facility.

The screenshot shows the 'REP Submission Reports' page with the 'Submission Cycle' set to 'EOY 2013'. The 'District or School/Facility' dropdown menu is open, showing a list of districts. 'Grand Rapids Public Schools' is highlighted. The 'Reports' dropdown menu is set to 'Assignment Code Comparison' and the 'Format' dropdown menu is set to 'PDF'. The 'Report Description' text area contains a detailed description of the report, including a table with columns for 'Assignment Codes' and 'Description'. The table lists various staff groups and their corresponding assignment codes.

A 'View Report' button is located at the bottom right of the form.

Step Four: Select the specific report you want to review. When you select a report, the Report Description will appear in the description box below the selection window.

Center for Educational Performance & Information Michigan.gov

Michigan.gov Home CEPI Home | Main Menu | FAQ | User's Guide | Teacher Verification | Contact CEPI | Logout

REP | Submission Reports

Instructions

The reports generated by this application are displayed in pop-up windows. If you are unable to view reports, you may have a pop-up blocker installed on your computer. To read about how to configure your software to work with this application, please review the [Pop-up Blocker Help](#) document.

To properly review the PDF reports in this application, the latest version of Adobe® Reader® is required.

REP Submission Reports

Submission Cycle: EOY 2013

District or School/Facility: Grand Rapids Public Schools

Reports: Assignment Code Comparison

Format: -- Please Select --

Report Description:

This report provides assignment codes value reported for and Fall 2012 REP groups: Administrative Staff, Instructional Staff - General

Assignment Code Comparison
Please Select A Report
Assignment Code Summary
Detailed Assignment Code Summary
Exiting, Current and New Staff Report
FTE by Accounting/Function Code
FTE by Accounting/Function Code Comparison
Overall Summary of Data Submission
Pending Status Report
Personnel Assigned to School/Facility in Another District
Personnel Headcount by School/Facility Within District
Professional Development Days

Step Five: Select the format for the report. There are two formats for most reports: PDF or Excel. A third format, View Direct, is available for the layered reports such as the Detailed Assignment Code Summary.

Center for Educational Performance & Information Michigan.gov

Michigan.gov Home CEPI Home | Main Menu | FAQ | User's Guide | Teacher Verification | Contact CEPI | Logout

REP | Submission Reports

Instructions

The reports generated by this application are displayed in pop-up windows. If you are unable to view reports, you may have a pop-up blocker installed on your computer. To read about how to configure your software to work with this application, please review the [Pop-up Blocker Help](#) document.

To properly review the PDF reports in this application, the latest version of Adobe® Reader® is required.

REP Submission Reports

Submission Cycle: EOY 2013

District or School/Facility: Grand Rapids Public Schools

Reports: Assignment Code Comparison

Format: -- Please Select --

Report Description:

This report provides assignment codes value reported for each assignment code between the Fall 2011 and Fall 2012 REP submission. The report is divided into staff groups: Administrative Staff, Instructional Staff - General

PDF
Excel
View Direct

View Report

Step Six: Click on "View Report," which is located under the Report Description box as illustrated below:

The screenshot shows the 'REP Submission Reports' page. On the left, there is an 'Instructions' box. The main area contains a form with the following fields:

- Submission Cycle:** EOY 2013
- District or School/Facility:** Grand Rapids Public Schools
- Reports:** Assignment Code Comparison
- Format:** PDF

Below the form is a 'Report Description' box containing the following text:

This report provides a district-level comparison of all assignment codes and the total full-time equivalency (FTE) value reported for each assignment code between the Fall 2011 and Fall 2012 REP submission. The report is divided into staff groups: Administrative Staff, Instructional Staff - General

At the bottom of the form is a 'View Report' button.

After you click on "View Report" the format selected will appear.

Formats for Reports

PDF Format

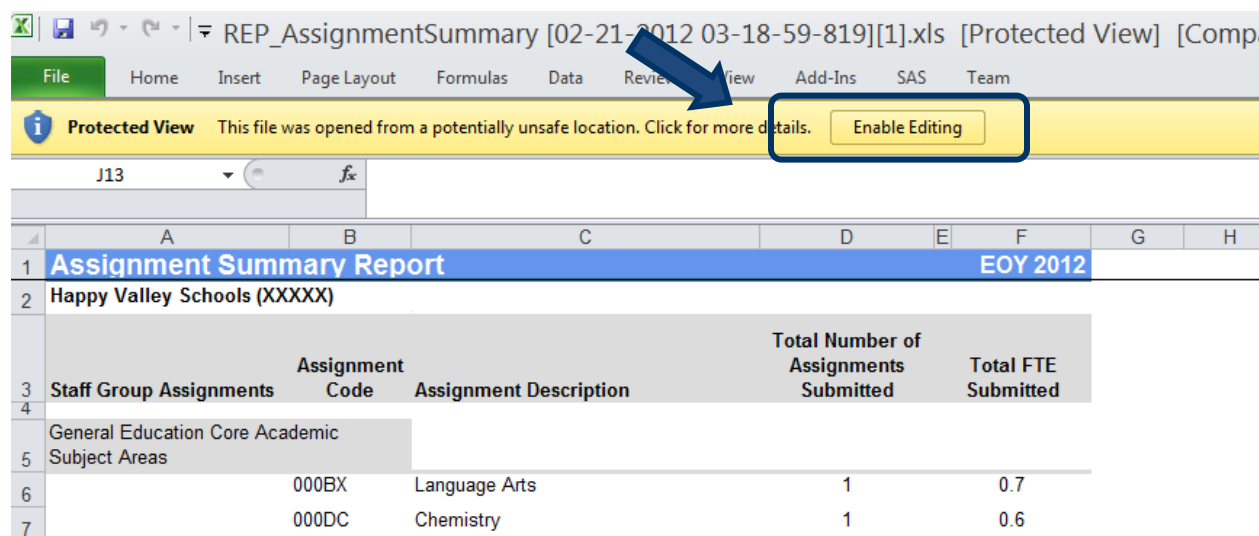
This report opens in a pop-up window.

Assignment Summary Report			EOY 2012	
Happy Valley Schools (xxxxx)				
Staff Group Assignments	Assignment Code	Assignment Description	Total Number of Assignments Submitted	Total FTE Submitted
General Education Core Academic Subject Areas				
	000BX	Language Arts	1	0.70
	000DC	Chemistry	1	0.60
	000DI	Integrated Science	2	1.30
	000EX	Mathematics	2	1.40
	000JX	Music Education	2	1.00
	000ZG	General EL K-5 all, K-8 self-contained	2	2.00
	000ZZ	Alternative Education	1	1.00
	00192	Speech/Language Impaired (SB) Classroom - All Subjects	1	0.50
		Total General Education Core Academic Subject Areas	12	8.50
Instructional Staff				
	000NF	Junior ROTC	1	1.00
	000NR	Computer Science	1	0.50

Excel Format

Note: The steps below are designed for Microsoft Excel 2010. For older versions of Excel, refer to the Microsoft Help resources or contact your local technical support for assistance.

The report will appear as an Excel Spreadsheet as illustrated below. The report opens in read-only format by default. Click on "Enable Editing" button to make the spreadsheet editable.



Staff Group Assignments	Assignment Code	Assignment Description	Total Number of Assignments Submitted	Total FTE Submitted
General Education Core Academic Subject Areas				
	000BX	Language Arts	1	0.7
	000DC	Chemistry	1	0.6

Reports with Detailed Data

These following reports provide employee information in more specific detail. You may select the level of detail you want to review and then print all or part of the data. The reports will have three or four layers of detail.

- Detailed Assignment Code Summary Report
- Pending Status Report
- New Teacher Days of Professional Development Report

The following screen shots demonstrate the Detailed Assignment Code Summary Report that has four layers of detail concerning the assignment codes and FTEs of all school employees reported by the district. First, select the report from the drop-down menu and open it in Excel.

Level One: District Name with List of all Schools/Facilities

This layer lists the total number of assignments and FTE reported at each school/facility reported. If your district reported staff members at schools/facilities in other districts, they will appear on this report.

1	2	3	4		C	D	E	F		G		I		J	K	L	M		N		O		P
	2																						
	3																						
	6																						
	8																						
	9																						
	28																						
	33																						
	41																						
	50																						

Level Two: Schools/Facilities with Number of Assignments and Total FTE by Assignment Group

This layer lists the total number of assignments and FTE by Assignment Group in each school facility.

1	2	3	4		C	D	E	F		G		I		J	K	L	M		N		O		P
	2																						
	3																						
	6																						
	8																						
	9																						
	10																						
	20																						
	24																						
	28																						
	29																						
	33																						
	34																						
	41																						
	42																						
	46																						

Level Three: Specific Assignment Codes within Assignment Group

This layer provides the total number of assignments and FTE for the specific assignment codes reported within each assignment group for each school/facility.

1	2	3	4		C	D	E	F		G		I		J	K	L	M		N		O		P
	2																						
	3																						
	6																						
	8																						
	9																						
	10																						
	11																						
	14																						
	17																						
	20																						
	21																						
	24																						
	25																						
	28																						
	29																						
	30																						
	33																						
	34																						
	35																						
	38																						
	41																						
	42																						
	43																						
	46																						
	47																						

Level Four: Assignment Code and FTE for by Assignment Group

This layer provides the employee's name, PIC, assignment and FTE by assignment group for each school/facility. Data from Field 12: Funded Position Status and Field 25: Employment Status are also provided.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224	1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235	1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247	1248	1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260	1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272	1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288	1289	1290	1291	1292	1293	1294	1295	1296	1297	1298	1299	1300	1301	1302	1303	1304	1305	1306	1307	1308	1309	1310	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320	1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331	1332	1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344	1345	1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356	1357	1358	1359	1360	1361	1362	1363	1364	1365	1366	1367	1368	1369	1370	1371	1372	1373	1374	1375	1376	1377	1378	1379	1380	1381	1382	1383	1384	1385	1386	1387	1388	1389	1390	1391	1392	1393	1394	1395	1396	1397	1398	1399	1400	1401	1402	1403	1404	1405	1406	1407	1408	1409	1410	1411	1412	1413	1414	1415	1416	1417	1418	1419	1420	1421	1422	1423	1424	1425	1426	1427	1428	1429	1430	1431	1432	1433	1434	1435	1436	1437	1438	1439	1440	1441	1442	1443	1444	1445	1446	1447	1448	1449	1450	1451	1452	1453	1454	1455	1456	1457	1458	1459	1460	1461	1462	1463	1464	1465	1466	1467	1468	1469	1470	1471	1472	1473	1474	1475
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------

1	2	3	4	IC	D	E	F	G	I	J	KL	M	N	O	P
2	Detailed Assignment Summary Report														EOY 2012
3	Page 1 of 1														3/19/2012
6	Happy Valley Schools (XXXXX)														
8														Total	Total
9														Assignments	FTE
10														5	5.00
20														3	3.00
24														1	1.00
28														1	1.00
33														1	1
41														2	1.5
50														2	0.65
55															
60															
95															
153															
183															

Next click on the "+" sign for Level Two to expand to the assignment code level.

1	2	3	4	IC	D	E	F	G	I	J	KL	M	N	O	P
2	Detailed Assignment Summary Report														EOY 2012
3	Page 1 of 1														3/19/2012
6	Happy Valley Schools (XXXXX)														
8														Total	Total
9														Assignments	FTE
10														5	5.00
11														3	3.00
14														1	1.00
17														1	1.00
20														1	1.00
24														1	1.00
28														1	1
33														2	1.5
41														2	0.65
50															
55															
60															
95															
153															
183															

Finally, click on the "+" or "-" to obtain the level of detail you want to view.

1	2	3	4	IC	D	E	F	G	I	J	KL	M	N	O	P
2	Detailed Assignment Summary Report														EOY 2012
3	Page 1 of 1														3/19/2012
6	Happy Valley Schools (XXXXX)														
8														Total	Total
9														Assignments	FTE
10														5	5.00
11														3	3.00
14														1	1.00
17														1	1.00
20														1	1.00
21														1	1.00
22															
23															
24														1	1.00
28														1	1

Level Two: Expands to Assignment Code Groups

1	2	3	4	A	B	C	D	E	F	G	H	I	
				Assignment Summary Report									EOY 2012
				Page 1 of 1									2/22/2012 4:02 PM
-	4	Central Administrative Unit (00000)							4	2.75			
+	5	Instructional Staff							1	1.00			
+	9	Day-to-Day Substitute Staff							1	0.00			
+	13	Noninstructional Staff							2	1.75			
-	20	Happy Valley Elementary (11111)							1	0.10			
+	21	Noninstructional Staff							1	0.10			
-	25	Happy Valley Middle School (22222)							2	0.65			
+	26	General Education Core Academic Subject Areas							1	0.40			
+	30	Noninstructional Staff							1	0.25			
-	34	Happy Valley High School (33333)							8	3.80			
+	35	General Education Core Academic Subject Areas							4	2.50			
+	46	Instructional Staff							1	0.50			
+	50	Paraprofessional/Aide Staff							1	0.80			
+	54	Day-to-Day Substitute Staff							2	0.00			
-	59	Happy Valley Adult Education Center (44444)							7	3.45			
+	60	General Education Core Academic Subject Areas							3	2.60			
+	70	Instructional Staff							1	0.20			
+	74	Noninstructional Staff							3	0.65			
-	80	Happy Valley Bus Garage (55555)							3	2.00			
+	81	General Education Core Academic Subject Areas							3	2.00			
-	91	Bruce Elementary (66666)							1	1.00			
+	92	Instructional Staff							1	1.00			
-	96	Thomas Middle School (77777)							1	1.00			
+	97	General Education Core Academic Subject Areas							1	1.00			

Level Three: Expands to specific assignment codes with the groups.

1	2	3	4	A	B	C	D	E	F	G	H	I	
Assignment Summary Report												EOY 2012	
Page 1 of 1												2/22/2012 4:02 PM	
Central Administrative Unit (00000)												4	2.75
Instructional Staff												1	1.00
00370 - Physical Therapist												1	1.00
Day-to-Day Substitute Staff												1	0.00
00SUB - Day-to-Day Substitute Teacher												1	0.00
Noninstructional Staff												2	1.75
60700 - Parent Educator/Non-Home Visitor												1	1.00
85000 - Child Care												1	0.75
Happy Valley Elementary (11111)												1	0.10
Noninstructional Staff												1	0.10
99900 - Other												1	0.10
Happy Valley Middle School (22222)												2	0.65
General Education Core Academic Subject Areas												1	0.40
000EX - Mathematics												1	0.40
Noninstructional Staff												1	0.25
82100 - Athletic Coach												1	0.25
Happy Valley High School (33333)												8	3.80
General Education Core Academic Subject Areas												4	2.50
000JX - Music Education												2	1.00
000ZG - General EL K-5 all, K-8 self-contained												1	1.00
00192 - Speech/Language Impaired (SB) Classroom - All Subjects												1	0.50
Instructional Staff												1	0.50
000NR - Computer Science												1	0.50
Paraprofessional/Aide Staff												1	0.80
00403 - Special Education Instructional Paraprofessional/Aide												1	0.80
Day-to-Day Substitute Staff												2	0.00
00PAR - Day-to-Day Substitute Paraprofessional/aide												2	0.00
Happy Valley Adult Education Center (44444)												7	3.45
General Education Core Academic Subject Areas												3	2.60
000DC - Chemistry												1	0.60
000DI - Integrated Science												1	1.00
000EX - Mathematics												1	1.00
Instructional Staff												1	0.20
60400 - Elementary Certified Teacher with a Child Development												1	0.20
Noninstructional Staff												3	0.65
82100 - Athletic Coach												3	0.65
Happy Valley Bus Garage (55555)												3	2.00
General Education Core Academic Subject Areas												3	2.00

EOY 2014

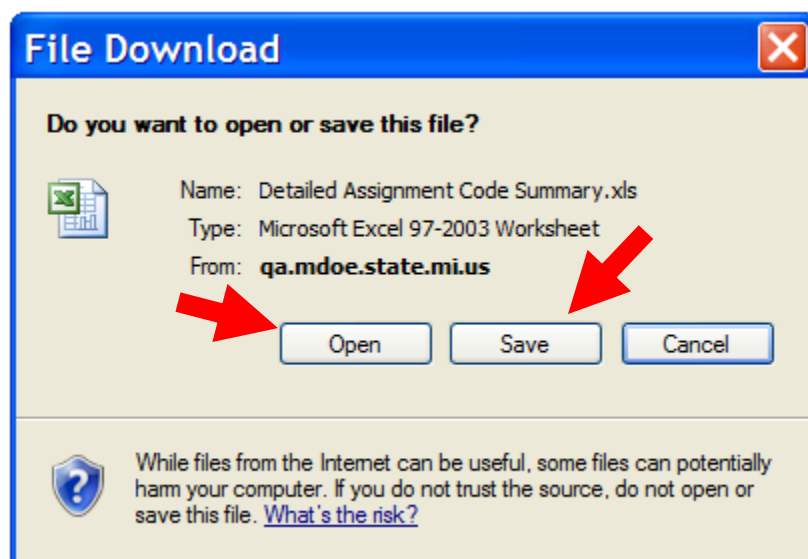
Formats Available for Downloading Data

Several options are available to download the report. The steps below are designed for Microsoft Excel 2010.

1. Click on the Export icon from the tool bar.

EOY 2014

- When prompted, choose "Open" or "Save." If "Save" is chosen, select a location to save the file.



- If you selected "Open," the report will automatically open in Excel. If you selected "Save," you will need to open Excel and then locate the file to access the report.

REP_AssignmentSummary_DrillDown (03-19-2012 03-54-05-028)(1).xls [Compatibility Mode] - Microsoft Excel

Detailed Assignment Summary Report				EOY 2012
Page 1 of 1				3/19/2012
Happy Valley Schools (XXXXX)				
			Total Assignments	Total FTE
+	9	Central Administrative Unit (00000)	5	5.00
+	28	Happy Valley Elementary School (xxxxx)	1	1
+	33	Happy Valley Middle School (xxxxx)	2	1.5
+	41	Happy Valley High School (xxxxx)	2	0.65

- The report will function as described previously with the four layers of data.

Points to remember when using the REP Submission Reports

- Your data matter – use these reports to help ensure accurate reporting of your school personnel data.
- Data are displayed on reports as submitted by the district's authorized user.
- Reports are management tools you can use to review your district staffing data.
- Reports are populated as the data are submitted for the current submission cycle.
- Reports help assure the quality of your data submission.
- Reports serve as records of your data submission.

Using the Reports to Improve Your Data Quality

The following examples illustrate questions to ask when reviewing your reports:

Total FTE by Accounting/Function Code Report		Fall 2011
Happy Valley School District (XXXXX)		
Instructional Staff		Total FTE
111 Elementary School		8.35
112 Middle/Junior High School		8.30
113 High School		12.70
118 Preschool		0.00
119 Summer School		0.00
122 Special Education		9.50
125 Compensatory Education		3.00
127 Career and Technical Education		0.00
131 Basic		0.00
132 Secondary		0.00
133 Secondary Vocational		0.00
135 Occupational Training or Upgrading Retraining		1.00
Total Instructional Staff		42.85

Are the FTEs accurate for the accounting/function codes?

Position Status By Staff Group Report		Fall 2011				
Happy Valley School District (XXXXX)						
		Administrators	Teachers	Paraprofessional	Noninstructional	
Funded Position Status	Count	Count	Count	Count	Count	
1 Vacant, funded, open position, no one assigned	0	3	0	0	0	
2 Vacant, funded, open position, outside contractor assigned	0	0	0	0	0	
3 Funded, employee on loan or leave, no one assigned	0	0	0	0	0	
4 Funded, employee on loan or leave, filled by temporary employee	0	0	0	0	0	
5 Vacant, funded, open position, filled by temporary employee	0	0	0	0	0	
6 Funded, employee on loan or leave, outside contractor assigned	0	1	0	0	1	
7 Contracted services provider, non-instructional staff	0	0	0	0	0	
9 Filled position, regular	3	47	5	6	61	
Total:	3	51	5	6	65	

Are the counts accurate? Do you have three vacant teaching positions?

DATE CREATED: 8/15/2011

Assignment Summary Report

Fall 2011

Happy Valley School District (XXXXX)

Staff Group Assignments	Assignment Code	Assignment Description	Total Number of Assignments Submitted	Total FTE Submitted
General Education Core Academic Subject Areas				
	000BA	English	3	2.60
	000CC	History	1	0.20
	000CD	Political Science	1	0.60
	000DC	Chemistry	1	0.80
	000DH	Geology - Earth Science	1	1.00
	000DI	Integrated Science	1	1.00
	000DX	Science	1	1.00
	000EX	Mathematics	1	0.40
	000FF	Spanish	1	1.80
	000JX	Music Education	5	2.80
	000ZG	General EL K-5 all, K-8 self-contained	5	5.00
Total General Education Core Academic Subject Areas			21	16.20

How many assignments of English or Math are taught?

Do you have five elementary assignments?

Overall Summary of Data Submission Report

Fall 2011

Happy Valley School District (XXXXX)

	Count
Total number of all personnel records submitted	73
Total number of personnel records submitted including those personnel who have left the district.	
Total number of records with an administrator assignment code	3
Total number of personnel records submitted with assignment codes 70100 through 79599, including those personnel who have left the district.	
Total number of records with a teacher assignment code	33
Total number of records submitted with assignment codes 000AX through 00594, 60300, and 60400 (excluding 00403, 00404, 00405, 00407, 00SUB and 00PAR). This count includes current and terminated records.	
Total number of records with a paraprofessional/aide assignment code	9
Total number of records with a paraprofessional/aide assignment code. Total number of records submitted with assignment codes 80001 through 80016 including 60500, 60501, 00403, 00404, 00405 and 00407. This count includes current and terminated records.	
Total number of records with a day-to-day substitute assignment code	9
Total number of records submitted with an assignment code of 00SUB and 00PAR. This count includes current and terminated records.	
Total number of records with a non-instructional assignment code	18
Total number of records with a non-instructional assignment code. Total number of records submitted with assignment codes 81500 through 99900 and 60100, 60200, 60600 and 60700.	
Total number of personnel separating from employment with the district	1
Total number of personnel records where Field 25: Employment Status code is equal to 01 through 19 inclusive.	
Total number of personnel records assigned to a nonpublic school	0
Total number of personnel records submitted where the school/facility code (reported as identified in the School Code Master) indicates that the school/facility is a nonpublic entity.	
Total number of personnel records assigned to a school in another district	2
Total number of personnel records submitted where the school/facility code (reported as identified in the School Code Master) is not assigned to the reporting district.	
Total number of schools/facilities reporting personnel records	7
Total number of schools/facilities that were reported with personnel records.	

DATE CREATED: 8/15/2011

Data Quality Matters.

Check your final submission counts.

Are they accurate?

Do you have nine day-to-day substitute staff members?

Do you really have staff members reported at two schools/facilities outside your district?

Do you really have seven schools/facilities that should have staff reported?

Reports available for Year-to-Year Comparisons

(These reports will be updated each submission.)

FTE by Accounting/Function Code Comparison Report

This report provides a district-level comparison of the total FTE reported for staff members' accounting/function codes between the year-to-year REP submissions. The total FTE submitted for each accounting/function code is listed by specific categories: Instructional Staff, Instructional Support Staff, Instructional Staff Services, Non-Instructional Support Staff and Facilities Acquisition.

Total FTE by Accounting/Function Code Comparison Report				Fall 2011
Happy Valley School District (XXXXX)				
Instructional Staff	Fall 2010 Total FTE	Fall 2011 Total FTE	Percentage Change	
111 Elementary School	23.49	8.35	-64.45 %	
112 Middle/Junior High School	15.85	8.30	-47.63 %	
113 High School	20.11	12.70	-36.85 %	
122 Special Education	21.00	9.50	-54.76 %	
125 Compensatory Education	0.00	3.00	300.00 %	
135 Occupational Training or Upgrading Retraining	0.00	1.00	100.00 %	
Total Instructional Staff	80.45	42.85	-46.74 %	

Are the counts accurate? Did our district have a 54.76% drop in Special Education instructional staff?

Assignment Code Comparison Report

This report provides a district-level comparison of all assignment codes and the total FTE value reported for each assignment code between the year-to-year REP submissions. The report is divided into staff groups: Administrative Staff, Instructional Staff - General Education Core Academic Subject Areas, Instructional Staff - General Education Non-Core Academic Subject Areas, Non-Instructional Staff, Day-to-Day Substitute Staff and Paraprofessionals/Aides.

Assignment Code Comparison Report							Fall 2011
Happy Valley School District (XXXXX)							
Administrative Staff							
Assignment Code	Assignment Description	Fall 2010 Total Number of Assignments Submitted	Fall 2010 Total FTE Submitted	Fall 2011 Total Number of Assignments Submitted	Fall 2011 Total FTE Submitted	Percentage Change in Number of Assignments Submitted	Percentage Change in FTE Submitted
70100	ISD Superintendent (Chief Administrative Officer)	0	0.00	1	1.00	100.00 %	100.00 %
70200	District Superintendent (Chief Administrative Officer)	1	1.00	0	0.00	-100.00 %	-100.00 %
70274	District Superintendent (Title IX Gender Equity Coordinator)	1	0.10	0	0.00	-100.00 %	-100.00 %

Assignment Code Comparison Report Column Descriptions	
Column Heading	Explanation
Assignment Code	Assignment codes submitted by the district.
Assignment Description	Description of subject area taught or position held.
EOY 20XX and EOY 20XX or Fall 20XX and Fall 20XX Total Number of Assignments Submitted (One year comparison)	Total number of assignments reported for each individual assignment code submitted by the district for each submission in EOY or Fall comparisons.
EOY 20XX and EOY 20XX or Fall 20XX and Fall 20XX Total FTE Submitted (One year comparison)	Total FTE reported by the district for each assignment code.
Percentage Change in Number of Assignments Submitted	Percentage of change in the number of assignment codes between EOY or Fall comparisons.
Percentage Change in the FTE Submitted	Percentage of change in the total FTE submitted for each assignment code between EOY or Fall comparisons.

Obtain Credential Data for Teachers and Administrators

Michigan Online Educator Certification System (MOECS)

The MOECS is a Web-based application that enables a local district user to obtain credential numbers, issue and expiration dates, endorsements earned, and sponsoring institutions for instructional personnel. The user must have a MEIS account and obtain access to the MOECS application.

To access MOECS, go to the MDE website at http://www.michigan.gov/mde/0,1607,7-140-6530_5683_57223---,00.html and click on "Click Here to go to the MOECS Login Page."

The screenshot shows the Michigan Department of Education website. A callout box points to a link that says "Click here to go to the MOECS Login Page" which is located within a larger box that also says "Michigan Online Educator Certification System". Another callout box points to a link that says "Click here to access MOECS." located near the top of the page. The page also features a sidebar with various links and a main content area with news and quick links.

You may also access the application from the REP Main Menu page.

EOY 2014

Michigan.gov Home | CEPI Home | Main Menu | Teacher Verification | Contact CEPI | Logout

REP | Main Menu

Welcome to the Registry of Educational Personnel

No Entity Selected

Set/Change Entity:

[Go to Nonpublic School Personnel Report](#)

Data Submission

To submit and update personnel data, select from the following functions:

- Online Single Submission
- Bulk Upload File Submission
- Bulk File Submission Status
- Personnel Submitted

Personnel Search

To search for a PIC or to request a new PIC, select the following function:

- Personnel Search

Reports

To view a report or download personnel data, select from the following options:

- Summary by District
- Complete Summary by District
- Download REP Data File
- Employee Listing by District
- REP Submission Reports

Credential Data Exchange

The Credential Data Exchange is now part of the Michigan Department of Education's [Michigan Online Educator Certification System \(MOECS\)](#).

Administration

To access administrative options, select the following function:

- Administration/Help Desk Tools

Click here to access MOECS.

To obtain information about accessing MOECS, contact the Michigan Department of Education Office of Professional Preparation Services at 517-373-3310.

Need Additional Help?

For questions regarding REP content or assistance with the REP Application, please send an email message to CEPI@michigan.gov or call 517-335-0505 and select option 3. Please provide your name, district code and district name, the CEPI application name, your telephone number (including area code and extension), email address and specific questions.